Gender analysis of English textbooks taught at graduate level in the constituent colleges of islamia university Bahawalpur

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Abstract
Not only in Pakistan but in most of the other countries of the world, in spite of increase in educational enrollment, uncompromising and inflexible gender norms indicating the stereotypical roles of men and women contribute to the presence of gender inequalities in society. The embedment of educational systems in a society is according to the broader social context of that society, in this way an educational system highlights the gender inequalities that exist in that society. The structure of schooling, content of textbooks, classrooms, curricular choices, discipline practices and distribution of teachers and administrators on the basis of sex, show differential and harmful social standards about the roles and opportunities for males and females. The purpose of this research was to understand how gender and the stereotypical roles of gender are represented in the English text books of B.A. This study used mixed method approach and involved in the Content Analysis. Two English textbooks of B.A. were taken as a sample to investigate the phenomenon of gender representation. This study revealed the roles of men and women, assigned to them by society. The study found that in textbooks females are shown mostly in home settings. Furthermore, there is a wider variety of occupational roles of men than of women. In a nutshell, the gender analysis of text books has showed that the representation of males and females in text books is gender biased as it was indicated and that this discrimination can be transmitted to the college learners. Therefore it is necessary that essential measures must be taken in the selection and the composition of textbooks.

Keywords: gender, English textbooks, content analysis, stereotypical roles, gender attributes

1. Introduction

'Gender' is an umbrella term relating to sociology and it is often confused with the 'sex' which is a matter of biology. According to Söylemez (2010, p. 751) [38] each and every person is born with a sex and a gender and later is formed by the culture and the society. It is crystal clear from the above statement that the term "sex" is used for male's and female's characteristics and features which are biological ones and "gender" is used to describe all those characteristics and roles and responsibilities that a society has assigned them or expect from them to perform. In this way the term "sex" is used for biological differences and the term "gender" is used for socially and culturally constructed differences. Gender analysis is used when the researcher wants to analyze the equality in males, females' access to resources, different opportunities and most important thing is the distribution of power between two of them on equal bases in a given background or settings. Doing the gender analysis helps the researchers to suggest the solutions of all those problems which are gender-biased and helps the organizations or institutions to meet the needs of people.

Education plays very important role in developing and creating the awareness about gender equality among people especially in young generation and textbooks are an essential part of this process of education. In any country of the world the system of education is formed by the cultural norms, values, and traditions of that country and these traditions and culture not only play a significant role in the formation of educational system but also to be presented and depicted in the textbooks. Gender analysis has been given much importance during 20th century and the analysis of textbooks especially the English foreign language textbooks started to be analyzed from the perspectives of gender-biasness and sexism. In 1970s many studies have been conducted on gender analysis of textbooks to highlight the linguistic and visual aspects related to gender-biasness and sexism.

In a society textbook play a very important role. According to Brugeilles and Cromer (2009, p.14) [5] textbooks influence the society by directly or indirectly transmitting models of social behavior, norms and values. There are many ways of socialization. Textbooks are one of those means through which the world can be presented to students in positive way and the best values and norms of the society can be transmitted to the students. This study deals with the present position of males, females, gender norms and values in our society. In our society men and women are given stereotypical roles and these stereotypes are present in textbooks. These stereotypical roles help students to perceive the world and the society in general, not only in positive way but also in negative way. The way of presentation of the stereotypical roles of males and females affects the decision that an individual make, and it can also create prejudice and discrimination in a society. The significance of gender equality in education has been emphasized by the international agreements for more than fifteen years. Much emphasizes has been laid on gender parity, an equal ratio of males and females to get education, and most impressive thing is that many countries have made a brilliant progress to meet these

objectives (World Bank, 2012). In Pakistan the enrollment of girls now exceeds boys' enrollment at the secondary and college levels. According to the report of World Bank (2013, 2014), though women are overrepresented in graduates but there are just 20% girls in highly lucrative fields like manufacturing, construction and engineering.

1.1 The Statement of the Problem

The main aim of this research is to cast light on how the English textbooks of B.A. are representing gender to students. There is so much importance and the potential of gender education in different spheres of life and there is also need to explore and to find out to what extent the gender representation in the textbooks of B.A. English playing role particularly in identity formation and shaping the personality of youth. This research on the gender representation in the English textbooks of B.A. is done in order to develop the better understanding of the text and to unfold the level at which these books take part in students' identity formation and in their perception about gender roles in a society. This study also gives some recommendation that encourage textbooks writers to develop the standard of the textbooks in terms of critical and analytical thinking about gender issues.

1.2 Research Questions

The present study has attempted to answer the following questions:
1. What linguistics devices have been used in B.A. English textbooks at gender perspectives?
2. How gender is represented in the English textbooks of B.A?
3. Is there any discrimination between the occupational roles played by men and women in English textbooks of B.A?
4. How much diversity is shown regarding professional settings of men and women in the content of the selected textbooks?

2. Literature Review

According to Holmes (2009) [16] gender portrays all those rules, norms, and the social expectations which are connected to masculinity and femininity. Blumberg (2008, p. 345) [3] talks about gender-biasness in textbooks and states that in education gender-biasness in textbooks creates hindrance for gender parity. He further asserts that in order to develop gender equality in students, let them to be exposed to gender-biasness in society and allow them to counterbalance it. He says it is a best way to develop gender equality in students because doing changes in curricula and altering textbooks is a difficult task. He further says that this conscious process of raising awareness about gender equality not only helps students but also teachers to deal and overcome all the problems about gender-biasness in textbooks.

Nayyar and Salim (2003) [25] assert in their studies that there should not only be gender bias retaliation but also both sexes should be represented in a society in balance way. According to Bahman and Rahimi (2010) [2] who conducted a study on the analysis of Iranian textbooks from gender perspective, the portrayal of males and females characters was unfair. The findings of study revealed that there were more male characters than female and were emphasized through the use of nouns, adjectives, pronouns related to them. In reading passages, first-ness, male generic terms appeared more frequently than females. A study was conducted by Söylemez (2010) [38], he analyzed two sets of course books. In order to find out what attributes have been

related to males and females and how their identities have been developed in a society the collection of data was done by scanning the textbooks and describing the both sexes in terms of adjectives. For easier interpretation and data collection the adjectives were divided into four classes which were personality, feelings, physical appearance and other. Albeit the researcher selected adjectives randomly but they mirrored male and female characters and the researcher found out that the authors of those textbooks used particular adjectives for particular sex. The researcher also suggested in his research (2010) that the adjectives should be included in the textbooks which are not gender specific.

Stockdale (2006) [39] conducted a study on the gender-biasness in English foreign language textbooks and the findings revealed the gender-bias material in the textbooks. This gender-bias material in English language textbooks is also indicted in the studies of Mukundan and Nimehchisalem (2008) [22]. According to Saarikivi (2012) [34] who attempted to examine the textbooks of English foreign language, there are influential gender-bias ideas in textbooks and these ideas are also prevailed in the society. Mohamad Subakir et al. (2012) [21] conducted a study to illustrate the gender imbalance in the textbooks. They used three analytical approaches in their studies namely content analysis, ethno methodology and socio-semiotic analysis to highlight the gender-biasness, stereotypical role of both genders and the types of images from gender perspective. The results of the study made this crystal clear that textbooks of English language teaching were based on gender-biased items and illustrated the gender imbalance. This research inferred that the material related to gender equality should be included in teachers training programs and equip them with those skills which help them to tackle the gender-bias issues in textbooks. The study also suggested that not only the education polices, curricula and teaching methodologies should be changed to develop gender equality in learners and in society but also parents should participate in this process by nurturing the positive mindset of their children.

According to Cameron (1992) [7] writing and speech have the sway to hide the significant truth and present it in the cloud of misleading rhetoric. Similarly language is a kind of weapon that is used by the authoritative people to silence and suppress the inferiors (Bolinger, 1980, p. 68) [4]. The bad influence of language about which Cameron and Bolinger are talking similarly the gender-biased language has the same power of evil. According to Cameron (1990) [7] and Pauwel (1998) [27] the problem about the sexist language is not important for the feminists but also for linguists who were trying to focus on the phenomena of women's language like their portrayals in languages and their access to words.

Much attention and importance has been given to the representation of gender in textbooks (Porreca, 1984; Peterson & Kroner, 1992; Reese, 1994; Ansary & Babii, 2003) [29, 28]. Peterson and Kroner (1992) [28] examined the textbooks and found out gender-biasness. According to them males were frequently represented doing the paying and significant occupations while female were portrayed in gender-biased and negative way. A study was conducted by Hartman and Judd (1978) [14] to reanalyze the textbooks of TESOL. The findings revealed after the analysis of the images of male and females, their stereotypical roles and first-ness that there were negative gender values and attitudes. The representation of female was 27 percent while the

representation of male was 73 percent. Professions that were occupied by men were unlimited and significant and the roles that were played by the female characters in the textbooks were conventional and homogeneous. The results of their studies also revealed that in text books construction was mostly based on male generic items and there was no balance in gender representation at all. The female characters in textbooks were represented as passive, emotional and fragile on the other hand male characters were depicted as emotionally strong and active.

The manifestation of sexism in textbooks of English second language is also examined by Porreca (1984) [29]. She attempted to do the content analysis of fifteen textbooks which were being widely used. She focused on the six categories namely firstness, occupation, frequency of male and female nouns, male and female oriented items, omission and kinds of adjectives. Her studies illustrated that the half of the population of United States consists of females but in the textbooks there are less female characters than males'.

According to Sadker and Sadker (2001) [35] in education material there are seven kinds of gender-biasness namely illustration and omission, male generic terms like policeman and mankind, stereotypical roles of males and females where female is represented doing less important role like nursing and male is represented doing significant work like operating heavy equipment, less information has been given on the important issues of society, traditional views are supported and unreality is presented, female authors are presented in a group and there is also fragmentation where groups are depicted in fragments and the last type of bias in education material is cosmetic, when the less coverage is required this type is used to make the material look balance. Shteiwi (2003) [37] attempted to analyze the 96 primary school textbooks from the gender-bias perspective especially their stereotypical roles. The results of his study revealed that mostly the textbooks are based on male characters which are eighty seven percent on the other hand female characters are represented in a traditional way. They are portrayed in the textbooks as teachers.

In conventional topics the gender dominancy has been analyzed by Hamdan and Jalabneh (2009) [12] in primary and elementary school textbooks of Jordon. They mainly focused on comprehension passages and dialogues in those textbooks. They answered the question in their studies which gender or sex mostly dominates the conversational topics used in EFL series? The findings of the study revealed that the textbooks are representing the reality but this is because of the stereotypical roles of women are more apparent than men's. In 2010 Hamdan attempted to analyze the gender-biasness in Action Pack primary and elementary public school textbooks series. His research design was based on checklist which was used to count the males' and females' jobs and it was also used to analyze the nature of their jobs. He did both qualitative and quantitative analysis of the data and found out that in the selected textbooks the representation of males and females is solely based on their culture and tradition.

Lee and Collins (2008) [19] attempted to examine the secondary English textbooks of Hong Kong to see whether the present improvement in females' status in society is depicted in English textbooks or not. For this purpose they did the comparison of ten copies of English textbooks of 1980s and 1990s and ten copies of present published secondary English textbooks. The findings of the study revealed that albeit in present published copies of secondary English textbooks the frequency of female characters is greater than in the past published textbooks, but there are also a few authors who are represented stereotypical roles of women in textbooks like being weak and doing household chores. In 2014 Hall conducted a study on the Iranian English foreign language textbooks which were being taught at secondary schools to investigate the gender representation. He used mixed method approach in his study. He used first quantitative data analysis which is a systematic one to analyze the data then qualitative data analysis. He found out that there is gender-biasness in the textbooks. And the reason of this gender-biasness in textbooks is, "the state-run education programs are indigenized to meet the country's cultural and religious ideologies."(p. 260)

Sano, Lida and Hardy (2001) [36] did the analysis of linguistics features of English textbooks of Japanese secondary school. Though they did not find any visible evidence indicating the gender-biasness in the linguistics features of English textbooks but still there were vague messages in some textbooks containing the gender-biased elements. Otlowski (2003) [26] conducted a similar language analysis of English textbooks taught in Japan and revealed that the female characters are depicted in the textbooks as house wives and doing nothing significant but the fact is the real situation is opposite to the situation presented in the textbooks. In 2006 the dialogues in Asian English foreign language textbook named "Impact Values" were analyzed and evaluated by Stokedale. Her study revealed that there are more male characters than females and more male oriented words than female. In other words the material of a book is clearly gender-biased.

The similar findings have been declared by Mukundan and Nimehchisalem (2008) [22], they did the gender analysis of the English textbooks taught in Malaysia. They found out that the male characters were more prominent in dialogues and their proportion was also higher than women's. Another thing that is important to note in this study is that though the frequency of male characters in those textbooks was high but they mostly were represented in a negative way. The study of Mineshima (2008) [20] is the only one in Asia which presents the equal proportion of male and female characters. The researcher has done this study on the English foreign language textbooks of Japan and found the balance between males' and females' roles and occupations. Moreover when the researcher has done the closer examination of the textbook it is revealed that the household chores like cleaning, cooking and taking care of their children on the other hand male characters are depicted doing significant and paying jobs.

In Asia mostly countries are considered as patriarchal countries but this situation is not only associated with Asian countries but there are western countries which are patriarchal too and this thing also illustrated in their textbook. For example in 2012 Mustapha did the gender analysis of 7 English language textbooks. The results of the study revealed that women are depicted in those textbooks with negative characteristics, doing domestic jobs while men are represented with positive attributes and doing jobs outside of their homes. Saariki (2010) [24] conducted a study in Finland on two series of English textbooks. The researchers took one series from 90s and one series from 2000s and did the gender analysis. The findings revealed that albeit 2000s textbooks series are representing less gender-

biasness but still they are representing stereotypical roles and occupations of males and females.

Similarly in United Kingdom a study was done by Toçi and Aliu in 2013. They found that there is a tendency of gender-biasness in textbooks taught in United Kingdom. They did the content analysis of the textbooks and realized that the gender-biased information is being conveyed to readers. A British textbook "Speakout", which was published in 2011, was analyzed by Brusokaitė in 2013. Her study illustrated that there is less variation in female professions, they are usually depicted doing modeling, teaching or designing. On the other hand males are depicted doing jobs which are risky and required professional degree. English foreign language textbooks published in Sweden also analyzed by Mustedanagic in 2010 [24]. The results of the study showed the gender balance in the textbooks in all fields but there was only one sphere of life in which females were underrepresented and that was the field of sports. Another interesting study was done by Johansson and Malmsjö in 2009 [17]. They did the gender analysis of Swedish English textbooks and revealed that in these textbooks female characters were excessively represented and male characters were inadequately depicted.

3. Research Methodology
3.1 Research Design
In order to understand a phenomenon, research is a process of collecting data, analyzing it and interpretation of that data. Research is a systematic process because it occurs under proper guidelines and in proper framework. It deals with managing the data, defining the aims, objectives and communicating the results. There are three main approaches which are used while conducting a research, qualitative approach, quantitative approach and mixed method approach. This study is an exploratory and has used mixed method approach. The mixed method research approach is a kind of approach in which the researcher has collected the qualitative data and analyzed it in both qualitative and quantitative manner.

3.2 Population of the Study
The population of this study is the English textbooks of B.A. which are being taught at graduate level in the constituent colleges of the Islamia University Bahawalpur. The following table is representing the four textbooks of B.A. English.

Table 1

Book 1	Book 2	Book 3	Book 4
Fifteen short stories	Twenty-two poems	The novel *The Old Man and The Sea*	Eighteen essays
Four one-act plays	Three images and impressions		Two characters

3.3 Sample of the Population
Sampling means getting a subset from a whole set. The main purpose of this is to produce a sample which is the representation of population. It can be said that a sample is a 'mirror image' because it is representing the population from which it was taken. A sample has all the characteristics of population but the main difference between two of them is, a sample is just a part of population from which it was selected while population is a full set of elements. As the main purpose of conducting this research

is to sort out the gender variables so the researcher has used purposive sampling technique to collect the data and the researcher has taken two books: *A Selection of Short Stories and One Act Plays* and *A New Anthology of EnglishVerse* from the syllabus of B.A. English as a sample of the population.

3.3.1 Sampling Technique
Purposive sampling is used in qualitative research. The reason of using this sampling technique in this study is that it provides a better understanding of research issues. The strategies, which are employed in qualitative research are usually less explicit that is why purposive sampling is always considered preferable and it helps in identifying the information-rich cases. There are various techniques of purposive sampling to select the data like maximum variation, homogeneous, extreme, critical, negative typical case sampling and mixed purposeful sampling.

3.4 Data Collection Instruments
As it is stated that this research is using mixed method approach, for being qualitative it focuses on in-depth information while on the other side being a quantitative one too, it is precise and direct. This study is using two types of instruments for collecting the data, observation and codification. Observation is a kind of systematic data collection tool. It focuses on the people in natural situations and settings but in this study the real people are not the participants. The researcher has observed the characters and their attitudes in particular setting of the text books. This tool is used in research when a researcher wants to provide the answer of how and what type of.

The procedure of sorting and organizing the data is called codification. Codes are used to collect, label and organize the data. Codification is also used to sum up and combine the data in different ways. In data collection and interpretations of data, codification plays very important role especially in developing the analysis.

3.5 Data Analysis
Content analysis is used in this specific study to analyze the data. It is widely used in social studies. Content analysis is mainly used to identify how men and women are represented in the four English textbooks of B.A. The main objective of content analysis is the identification of the pattern in the text. According to Berelson (1952) the methodology is a technique that is used in a research to describe the objective, quantitative and clear systematized content (as cited in Krippendorff, 2012, p.24) [18]. Content analysis is valid and objective. The researcher has developed a framework of analysis that has been applied in chapter 4 to analyze the data.

3.6 Framework of Analysis
Framework of analysis allows the researcher to analyze the data during the process of data collection or analyze all the data at the end of collecting the data. At the stage of analysis the researcher goes through all the data, presents the information using a table or diagram and classifies it according to the given themes. Ritchie and Spencer (1994) [33] state that there are five steps in framework analysis: familiarization, identifying a thematic framework, indexing, charting, mapping and interpretation.

The data of two textbooks are divided into the following categories:

Table 2: Framework of Analysis

Numbers of the categories	Names of the categories	Grammatical / Linguistic Expression	Sub-types of categories
1.	Gender	Nouns Pronouns	Masculine Feminine Common Neuter
2.	Gender Attributes	Adjectives	Positive Negative Attributive Predicative
3.	Gender Roles	Occupation Family Status Social status	Professional status of the characters Relationship with their family members & with other people

As stated above, the present research is a mixed method research so for the framework of analysis the mixed methodology has been used and the researcher has mainly focused on the textual or content analyses to examine how gender is represented in the English textbooks of B.A. For the content analyses the data has been divided into three main categories namely *gender, gender attributes,* and *gender roles.* Under the category of *gender* the researcher has explored the linguistic expressions: nouns and pronouns like *I, me, my, myself, we, us, ourselves*, *he, she, they, it, her, his, him, them, herself, himself, and themselves.* The researcher has also analyzed the sub-categories of *gender* like *masculine, feminine, common* and *neuter gender*qualitatively but also quantitatively by using the statistic descriptive techniques.

The second category is *gender attribute*s, attributes are the positive and negative qualities of the characters. These attributes can be adjectives or adverbs. The researcher has just explored adjectives and classified them further into adjectives with positive and negative connotations and predicative and attributive adjectives to see what kinds of and how they have been used in the text books to describe gender, and whether there is gender parity or gender-biasness in the use of these adjectives. And under the third category *gender roles*the researcher has investigated the occupations of the characters to find out what professional roles are assigned to males and females to perform in different domains like education, health, family, business etc. The researcher has also examined the relationship of characters with their family members like *father, mother, daughter, son, husband, wife,* and also with other people in the society like *friend, helper,* etc.

4. Summary of the Findings

The gender analysis of two English textbooks of B.A. has revealed the gender-biasness in the use of linguistic devices like nouns, pronouns and adjectives. The total frequency of nouns is 460 in book one A Selection of Short Stories and One-Act Plays. The percentage of masculine nouns is higher that is 25% than feminine gender nouns that is 11.9% and it is almost not the half of masculine gender nouns. The percentage of common gender nouns is 20.2% and the percentage of neuter gender nouns is 42.8% that makes this book apparently a neutral one but if we analyze the findings after excluding the results of neuter gender nouns then this book can be considered as a masculine one. In second book *A New Anthology of English Verse* the total frequency of nouns used for masculine, feminine, common and neuter gender characters is 220 in the first part of the book that comprises 22 poems among which 13.45% are masculine, 15.69% are common, 65 percent are neuter which is the largest part of the nouns and only 4.4 percent nouns are used for feminine gender. The second part of the book comprises total 14 nouns among which 71% are neuter nouns, 7% are masculine, 21% are common while no feminine gender noun has been used in this part. Although the neuter gender nouns have the highest

frequency of 65% in fist part and 71% in the second part of the book which make this book neuter one but if we do the comparison between the frequency of masculine gender nouns and feminine gender nouns then it becomes clear that feminine gender is given the least importance.

The difference among the frequency of masculine, feminine common and neuter gender nouns can be seen in the table one that is given below.

Table 3

Names of the categories	Frequency of nouns	
	Book one	Book two
Masculine gender	115	31
Feminine gender	55	10
Common gender	93	38
Neuter gender	197	155
Total frequency	460	234

Total 3260 pronouns have been used for masculine gender which is 58.52% of total pronouns that occurred in book one *A Selection of Short Stories and One-Act Plays*. This finding makes clear that book one is masculine. In the first part of the book total 2359 pronouns occurred that is 42.35 percent of total frequency of pronouns. In the second part of the book that consists of four one-act plays total 901 pronouns for masculine gender are used that is 16.17 percent of total frequency of pronouns. There is one chapter in book 1, chapter number 12 "The Conversation With My Father" in which the gender of the narrator is not clear so the researcher has assumed the gender of the narrator according to the gender of the author of that chapter. 35.96 percent pronouns have been used in book one for feminine gender. It can be seen clearly that the frequency of feminine gender pronouns is much less than the frequency of masculine gender pronouns that is 58.52% in fifteen short stories and four one-act plays. 4.2% for common gender and 1.38% pronouns have been used for neuter gender in book one. In sum the use of pronouns in book one shows the male predominance. In book two 69% have been used for masculine gender and that makes this book a masculine one without any argument. 13.45 percent pronouns for feminine gender, 14.24% pronouns for common gender and 3% have been used for neuter gender.

Table 4.2 shows the frequency of pronouns used for masculine, feminine, common and neuter genders in both textbooks.

Table 4

Names of the categories	Frequency of pronouns	
	Book one	Book two
Masculine gender	3260	262
Feminine gender	2003	51
Common gender	230	54
Neuter gender	77	12

Total frequency of pronouns	5570	379

The data analysis has also revealed the gender-biasness in the use of adjectives for both masculine and feminine gender. In first textbook that comprises fourteen short stories and four one-act plays most of the adjectives with positive connotations have been used for masculine gender to highlight their masculine aspects like well-built, handsome and grave-looking etc. While on the other hand the adjectives with positive connotations that have been used for feminine gender are less. The frequency of attributive and predicative adjectives used for male characters is also much higher than the frequency of attributive and predicative adjectives used for female characters. The second book comprises on various poems and images and much emphasize has been laid on the description of nature while using adjectives. So the researcher has not found any gender-biasness regarding the use of adjectives in book two.

Both masculine and feminine gender is represented in a stereotypical manner in these textbooks. Female characters are portrayed mostly in home settings, cooking, cleaning, nursing and taking care of their families. Males are portrayed out of homes doing paid work. Regarding the discrimination between the occupational roles played by men and women in both textbooks of B.A. English, the researcher has found that feminine gender is portrayed having low status jobs or doing unpaid work, while masculine gender on the other hand is depicted mostly doing high status jobs and there is a great diversity in men's jobs. They are portrayed as being professors, doctors, solicitors, businessmen, jewelers, killers, clerks and so on. On the other hand there are limited types of jobs for feminine gender and most of them are unpaid like doing house chores.

4.1 Justification of the Research Questions
4.1.1 What linguistic devices have been used in B.A. English textbooks at gender perspectives?

The findings show that there is gender-biasness in the use of linguistic devices. Over all the frequency of neuter gender nouns in both textbooks is much higher than the frequency of masculine, feminine, common and neuter gender nouns. But after the frequency of neuter gender nouns the high frequency is of masculine gender nouns. This shows that though directly it cannot be said that there is gender-biasness but indirectly both textbooks have an implicit message of gender-biasness. On the other hand in the use of pronouns for masculine, feminine, neuter and common gender the researcher has found that the frequency of masculine gender pronouns is much higher than the frequency of pronouns used for common, neuter and feminine gender. So this finding also reveals that there is gender-biasness in the use of linguistic devices.

Most of adjectives used for masculine characters in book one with positive connotations giving the idea of masculinity like how a man physically should be, as they appeared to be *well-built, handsome* and *grave-looking* etc. Another important thing that should be noted, there are a few adjectives with positive connotations which are mostly used for women or considered to be used for females like *innocent, kind-hearted* have been used for masculine gender. Adjectives for feminine characters in book one are less than the adjectives for masculine characters. There are four short stories and one play in which there are no use of adjectives for female characters. One positive thing that can be seen that

there is no discrimination between adjectives used for masculine and feminine gender for example the adjective *handsome* is used for masculine as well as for feminine characters and similarly the adjective *beautiful* is used for feminine as well as for masculine characters. In essence in book one mostly the adjectives with positive connotations have been used for masculine characters. And there are also more attributive and predicative adjectives for masculine gender than for feminine gender.

In book two *A New Anthology of English Verse* mostly adjectives are used for nature with positive and negative connotations and there are only three adjectives like *black, gold*, and *young* which can be classified in terms of adjectives with positive and negative connotations for masculine and feminine gender. The attributive and predicative adjectives that are used in book two are like *bony arm, fiercest wind, short, long, dead, solitary reaper, tall, long, gray, black and yellow-brown slackness* and *soft bellied black and gold* and on the other hand there are just four poems in which the poets used the predicative adjectives like *greater, kindly, sweeter old* and *young*. This discussion highlights that there is gender-biasness in book one and two related to linguistic devices and this is clear that such learning material will not help to develop gender parity among students.

4.1.2 How gender is represented in the English textbooks of B.A?

In both textbooks of B.A English the representation of gender is not neutral. In both textbooks *A Selection of Short Stories and One-Act Plays* and *A New Anthology of English Verse* masculine gender is represented as holding a position in government, private and economic institutions. If we relate this findings with the earlier researches (Pomerenke *et al*., 1996; Helfat, 2006; Ferguson; 2008; Thomson and Otsuji, 2008) [30, 15, 9, 40] than it becomes clear that their studies also revealed a wide difference between gender representations in textbooks. Feminine gender is depicted as holding a housekeeping position only few are depicted as business women while mostly masculine gender was represented as successful business men or doing something that has supremacy over feminine gender, this finding illustrates that which gender is most desired in the economic and business world. In the light of adjectives that have been used for masculine and feminine gender it can be seen that feminine gender is presented as *beautiful, fragile, emotional, young, darling, smart and savage*. While on the other hand masculine gender is depicted as *strong, old, soldierly, cunning, heavy weight, sour-faced* etc.

Students can be deeply affected by these gender stereotypes. It can affect their psyche and indirectly force them to follow and adopt these gender stereotypes which are pre-determined. In this way female students can frame their mentality that they are bound to house chores and have no other option in their life and male students can develop their behavior that they are inherently superior over feminine gender and they should adopt all those habits and activities that are associated with their gender. In essence this discussion of findings reveals that by sending a dispatch that feminine gender is not much important than masculine gender and presenting women as subordinates by not showing gender parity in these textbooks is not an issue. This gender-biasness can bring the harmful aftereffects for young generation especially for female students.

4.1.3 Is there any discrimination between the occupational roles played by men and women in English textbooks of B.A?
Gender analysis of these two textbooks also revealed discrimination in the occupational roles played by men and women. As curriculum of any educational institution reflects the culture of society similarly textbooks have no exception. The findings of data analysis have illustrated that there is discrimination in males' females' career. Feminine gender is mostly depicted in household settings on the other hand male characters are presented doing various kinds of jobs. The representation of female characters performing in limited occupational roles highlights the causal relationship between the culture and authors' minds. It can be noted that the portrayal of female characters in particular career roles is because of the writers' values, thoughts or ideologies related to the gender stereotypical roles, what they think about the gender occupational roles they present them in the same way in their writings.

For Yaqin (2002) [2], culture of any area has and carries of all those values and norms that are associated with the males and females of that area or society generation to generation and it also gives shape to the people's mentality about how men and women should act and what kinds of jobs they are expected by the society to do. According to Renner (2009) [32], this kind of situation can affect classroom practices and limits the opportunities for female learners. According to Yaqin (2002, p. 14) [42] books present the views which are unchangeable about a particular social culture. These views are related to and have fixed patterns of gender characteristics, by having grave effects on children. These views cause a condition in which they have to learn and copy those views consciously or unconsciously. In short it is necessary for the authors of these textbooks to write material that should be free from gender-biasness and that breaks these gender stereotypical roles for males and females and the people who compiled and edited also required to show concern while compiling and editing a textbooks they must add those learning material that breaks down the employment stereotyping that has harmful effects on both male and female students.

4.1.4 Is there more diversity in men's jobs than women's in English textbooks of B.A?
The findings of data analysis have revealed that males have wide variety of occupational roles than women and thesis results can also be seen in the past studies of Cawyer *et al*., (1994), and Frasher and Walker, (1972) [10] that found the same results. In these two textbooks women are depicted doing two types of jobs, work that is paid, work that is unrecognized. For example they are portrayed doing washing, housekeeping, taking care of their family and children, stitching clothes, cooking, means all those works that come in the category of household economies. There is only one One-Act Play in which a woman is represented as self-made a successful business woman but also highlighted via the relationship between her and her daughter that she is not a good mother or because of her professional life she could not give time to her daughter. Such depiction of males and females in these two textbooks in terms of occupational roles indirectly transfer a message to the students that there are more possibilities and options for males in a society regarding their occupations than females. This finding indicates that this type of gender-biasness is

prevailed not only in the world of textbooks but also in our communities.

5. Conclusion
The main objective of this study was to explore how masculine and feminine gender is represented in both textbooks of B.A. English. Using quantitative research approach the researchers have analyzed the frequency of masculine, feminine, common and neuter gender nouns and pronouns in both textbooks. The analysis of the data has revealed that the frequency of masculine nouns and pronouns is much higher than the frequency of feminine, common and neuter gender nouns and pronouns. This point is explained in detail under the headings of summary of the findings and justification of the research questions. Adjectives with positive and negative connotations and attributive and predicative adjectives have also been analyzed and the findings have revealed that adjectives with positive connotations have been used more frequently for masculine gender in textbooks than for feminine gender and similar is the case with attributive and predicative adjectives. The occupational roles, family and social status of male and female characters of these textbooks have also been analyzed and the researcher has found gender-biasness. There is a wide variety in the occupational roles of male characters and they are portrayed in doing paid and significant jobs. As far as their family and social status is concerned they are represented as being *father, son, husband, uncle, brother, lover* and *friend.* On the other hand the researcher has found the discrimination in the occupational roles of female characters. They are portrayed as doing insignificant jobs. In family they are depicted as *mother, daughter, sister, aunt* and *wife* while they are not much represented as having any social status except in few stories.

The results of this study reveal that these two textbooks are gender-biased albeit there is no explicit message of gender-biasness but in terms of hidden curriculum these books contain those values and norms that are stereotypical and are affecting students' perception about gender in negative way. So, adequate measures must be taken in selecting the learning material which should promote the concept of gender equality in our students and help to breakdown the patterns of stereotypical roles of masculine and feminine gender in our society.

5.1 Recommendations
1. The present study is a kind of investigation into text to explore gender, their attributes and gender roles specified to different characters. The future research can include the insightful analysis of writers' background, their work, educational policy, and teachers' abilities to deal with any problem if they find in textbooks related to gender related concerns.
2. The present study is limited to two textbooks of first year of B.A. *A Selection of Short Stories and One-Act Plays* and *A New Anthology of English Verse.* The future studies can include the investigation of the rest of two books of second year of B.A.
3. This research has used the content analysis technique to explore the gender representation in the English textbooks of B.A. The future study can adopt other techniques such as corpus analysis to analyze the text.

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